

afterwards and say, * It is not nice of you to
 speak to me like
 that, now / am very displeased and shall not
 smile or talk
 to you, you see you have made me displeased
 and I am
 looking very cross ! ' "

7. " Occasionally at meal times she (aged i;6)
 starts to
 scream for apparently no reason, and perhaps
 gradually
 works herself up, until it is impossible to
 continue with her
 food. Often she has a spasm of getting up
 when seated,
 and when put back again, she obeys quietly
 enough, but
 screams and screams at the same time."

BRIDGES, p. 55. " Hitting or pinching for fun,
 through sheer
 self-assertion and love of power, may be
 distinguished from
 hitting in anger by the lack of a provoking
 cause. A child
 hits in anger because he has been interfered
 with or provoked
 usually by the child he tries to hit. This kind
 of behaviour
 is scored on the emotional scale. But when a
 child hits
 another for fun, he is not annoyed by anything
 in particular.
 In fact it is usually the passive non-interfering
 child whom he
 is bold enough to hit or push."

BRIDGES, pp. 73-4. " Deliberate destruction of
 materials at
 the pre-school age, when the child is able to
 control such
 actions, is often done to annoy adults. It is then
 an act of
 excessive self-assertion, a defiance of authority or
 an expression
 of anger. Destruction of materials may also be
 a result of
 failure to respond to adult training and
 indifference to adult
 disapproval. It may occur sporadically due to
 excitement,
 or when a child is in a rebellious and irritable
 mood. In any
 case it is anti-social behaviour.¹¹

BRIDGES, p. 88. " In brief, children between the
 ages of two
 and five years progress through three roughly
 defined stages
 of development in their social relations with
 adults. In the
 first or dependent stage the child is somewhat
 passive and
 relies upon the adult for assistance and
 attention. The
 second stage which reaches its height between
 two and a half
 and three years is one of resistance against adult

influence and striving for power and independence. The behaviour of the child then gradually changes from being resistive or obstinate to being co-operative and friendly. The desire to win approval and avoid disapproval grows. Conversation develops, and topics change from protests and wishes to descriptions of events or actions of mutual interest between child and adult. Thus the third stage, reached usually between the fourth and fifth year, is one in which the child shows self-reliance, trustworthiness, and friendly co-operation with adults*